

**THE EFFECT OF USING CLUE GAME STRATEGY TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR  
OF JUNIOR HIGH SCHOOL 2 TELUK KUANTAN**



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PEKANBARU  
1434 H/2013 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirement  
for Getting Bachelor Degree of Education  
(S.Pd)



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## **SUPERVISOR APPROVAL**

The thesis entitled "*The Effect of Using Clue Game Strategy towards Students' Speaking Ability at the Second Year of Junior High School 2 Teluk Kuantan*" is written by Septy Handayani, SIN. 10914004998. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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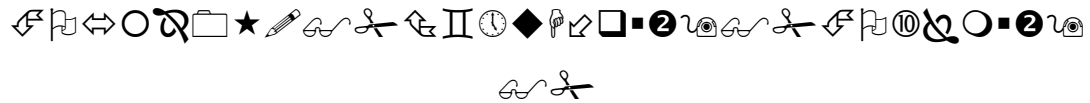
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Finally, the writer really realizes that there are still some weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin.

Pekanbaru, 31 October 2013  
The Researcher

Septy Handayani  
Nim. 10914004998

## *DEDICATION*

*Persembahkanku  
untuk Mama dan Papa Tercinta*

*Tak ada puisi terindah melainkan doa- doa yang terucap  
Hari ini langkah penuh syukur kubawa...  
Menapaki penghujung jalan dengan bahagia...  
Hati lega bercampur tawa lekat di dada...*

***AKU BAHAGIA...***

*Ma, Pa cintamu membelaiku  
Bak rintik hujan yang membuat rerumputan tersenyum indah  
Tapi ada yang melebihi dari semua itu  
Ingin rasanya aku menjadi air matamu  
Yang selalu ada dekat denganmu, hidup dari dalam dirimu  
Mengalir dikedua pipimu,  
Namun aku tak ingin menjadi air mata dukamu  
"Ku ingin diriku bisa menjadi  
Pengindah dalam dirimu"*

## **ABSTRACT**

Septy Handayani (2013) :” The Effect of Using Clue Game Strategy towards Students’ Speaking Ability at the Second Year of Junior High School 2 Teluk Kuantan”

Junior High School 2 Teluk Kuantan is one of the schools that uses School Based Curriculum as a guidance in teaching and learning process. After doing preliminary research at this school, the researcher found that most of the students of the second year still had low ability in speaking which was proven that they found difficulties in expressing their ideas, still afraid of speaking in front of class and still have lack of grammar, pronunciation and vocabulary. Thus, the researcher was interested in conducting the research entitled The Effect of Using Clue Game Strategy Towards Students’ Speaking Ability at the Second Year of Junior High School 2 Teluk Kuantan.

The design of this research was a quasy experimental research. The objective of this research was to find the significant difference of students’ speaking ability in spoken narrative text which was taught by using convensional strategy and Clue Game Strategy. The subject of this research was the second year students of Junior High School 2 Teluk Kuantan. In this research, the researcher took two classes; an experimental class and a control class from four classes. It means that there were 50 students that became the sample from the whole total of students at the second year of Junior High School 2 Teluk Kuantan. To take the sample, the researcher used cluster sample randomly based on group. In collecting data, the researcher used a test. In this research, the researcher analyzed the data by using SPSS computer program.

Finally, the researcher found the mean score of students’ post test in control class was 51.12. Meanwhile the mean score of students’ post test in experimental class was 71.36. The result of t observed of significant difference between students’ spoken narrative text which was taught by using Clue Game Strategy and which was taught by using Conventional Strategy was (7.363). This result was higher than t table significant 5% (2,01) and 1% (2,68). Ho was rejected and Ha was accepted. It means that there was significant difference of students’ speaking ability in spoken narrative text which was taught by using Conventional Strategy and which was taught by using Clue Game Strategy.



## **ABSTRAK**

Septy Handayani (2013) :”Pengaruh dari Penggunaan Strategi Clue Game terhadap Kemampuan Berbicara Siswa Kelas Dua SMPN 2 Teluk Kuantan”

SMPN 2 Teluk Kuantan, merupakan salah satu sekolah yang menggunakan kurikulum KTSP sebagai pedoman dalam proses belajar mengajar. Setelah melakukan riset awal pada sekolah ini, penulis menemukan bahwa beberapa siswa kelas dua masih memiliki kemampuan yang lemah dalam berbicara yang terbukti bahwa mereka masih menemukan kesulitan dalam mengepresikan ide mereka, masih takut berbicara didipan kelas dan masih memiliki kekurangan dalam grammar, pronunciation dan vocabulary. Dengan demikian, penulis tertarik untuk melakukan penelitian yang berjudul Pengaruh dari penggunaan Strategi Clue Game terhadap Kemampuan berbicara siswa Kelas Dua SMPN 2 Teluk Kuantan.

Jenis penelitian ini adalah penelitian quasy eksperimen. Tujuan dari penelitian ini adalah untuk mencari perbedaan yang signifikan terhadap kemampuan berbicara siswa yang diajarkan dengan menggunakan strategi konvensional dan yang diajarkan dengan menggunakan Strategi Clue Game. Subjek dari penelitian ini adalah siswa kelas dua SMPN 2 Teluk Kuantan, Kabupaten Kuantan Singingi. Pada penelitian ini, penulis mengambil 2 kelas dari 4 kelas; kelas eksperimen dan kelas kontrol. Ini berarti bahwa ada 50 siswa yang terlibat sebagai sample dari total keseluruhan siswa yang menggunakan pengelompokan sampel yang didapat secara acak berdasarkan kelas. Dalam mengumpulkan data, penulis menggunakan test. Dalam penelitian ini, penulis menganalisa data dengan menggunakan program komputer SPSS .

Akhirnya penulis menemukan rata-rata nilai tes akhir siswa di kelas kontrol adalah 51.12. Sedangkan rata-rata nilai tes akhir siswa di kelas eksperiment adalah 71.36. Hasil dari t dihitung dari perbedaan signifikan antara siswa yang diajarkan strategi konvensional dan strategi Clue Game adalah (7.363). Hasil ini lebih tinggi dari t-table pada signifikan 5% (2,01) dan 1% (2,68).  $H_0$  ditolak dan  $H_a$  diterima. Ini berarti bahwa ada perbedaan yang signifikan dari kemampuan siswa dalam berbicara teks narative yang diajarkan dengan menggunakan strategi konvensional dan yang diajarkan dengan strategi Clue Game.

سيفتي هانداياني ( ) : تأثير إستراتيجيات  
الثانوية الحكومية الخليج كوانتان

مدرسة الثانوية الحكومية اثني بالمدرسة الثانوية الحكومية اثنين الخليج كوانتاني واحدة من المدارس التي تستخدم مناهج التعليم على مستوى وحدة كدليل في عملية التعلم. بعد إجراء البحوث الأولية على المدرس الطلاب بالطبقة اثنيلا تزال لديها القدرة ضعيفة في الناطقة التي أثبتت أنها لا تزال تجد صعوبة في العثور على الفكرة الرئيسية والجمال لوصفية الأخرى للموضوع في حين تعلموه. وهكذا فإن من الكتاب مهتمين بأبحاثنا بعنوان تأثير الاستراتيجيات على القدرة على الكلام لعبة الماكيا من طلاب الصفاتين الخليج كوانتان.

هذا البحث هو دراسة تجريبية شبه. والغرض من هذه الدراسة هو إيجاد فرق كبير إلى القدرة على التحدث مع الطلاب الذين تعلموا باستخدام الاستراتيجيات التقليدية ويتم تدريسها باستخدام استراتيجيات. وكان موضوع عات هذه لدراسة الطلاب في الصف الثاني بالمدرسة الثانوية الحكومية اثني بالمدرسة الثانوية الحكومية اثنين كوانتان الخليج. في هذه الدراسة ٢ ٤ فئة التجريبية و. هذا يعني أن هناك طالبات شاركن على عين من مجموع الطلاب الذين يستخدمون جميع عين عشوائية تم الحصول عليها من قبل الطبقة. في جمع البيانات، يستخدم الكمبيوتر الإحصائي للعلوم الاجتماعية.

أخيرا قيمة اختبار النهائي للا فئة عنصر التحكم هو . في حين أن متوسط درجات الاختبار الطلاب بالطلاب في نهاية فئة التجربة كان. يتم احتساب تيم نتائج فرق كبير بين الطلاب بتدرس من قبل الاستراتيجيات التقليدية والاستراتيجية هي لعبة الماكيا ( ) هذا النتيجة هي أعلى من الجدول تيفي كبيرة 5 ( ) ( ) هاهو رفسو. وهذا يعني أن هناك فرق كبير في القدرة على التحدث مع الطلاب الذين الاستراتيجيات التقليدية ويتم تدريسها باستخدام استراتيجيات .

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Speaking is one of the activities which is done by English students and it is one of the language skills. Speaking cannot be produced by students without having skill of grammar and enough vocabulary along part of speech in English. According to Kalayo Hasibuan and Muhammad Fauzan Ansyari, Many language learners consider that speaking is a measure of mastering a language.<sup>1</sup> Either English as a second language or a foreign language of a country requires speaking to indicate that the people of the country master English as a foreign or a second language.

According to Richard and Renandya in Purmayasari, the learners study English in order to develop their language ability in speaking<sup>2</sup>. Because speaking is used for various purposes, it is used in both formal and informal situation. Speaking is used to express opinion, to describe something, to complain about something, to persuade someone, or to make polite request. Teaching speaking is sometimes considered simple process. Commercial Language schools around the world hire people with no training to teach

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<sup>1</sup> Kalayo Hasibuan and Muhamad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru : alaf riau Graha UNRI Press, 2007, p.101.

<sup>2</sup> Purmayasari, *The effect of Think-pair-share (TPS) Strategy to Improve students' speaking ability at The Second Year of Islamic Boarding Senior High School Bahrul 'Ulum perhentian Raja Distric of Kampar Regency*". S1 UIN SUSKA.

conversation.<sup>3</sup> Although speaking is totally natural, speaking in a language rather than our own is anything but simple.

Based on the School- Based Curriculum, in speaking skill for junior high school, there are four basic competences that should be achieved by the students of second year of junior high school in the second semester. First, students are able to express the meaning in transactional conversation (to get things done) and interpersonal (socialization) simple conversation, accurately, currently and acceptably to interact with their surroundings by inviting, rejecting or accepting the invitation, and asking for opinion. Second, understanding and responding in transactional conversation and interpersonal one by using oral language are done accurately, currently, with surrounding, fluently and acceptably to interact with the environment. Third, express the meaning in oral text in short functional texts simply, accurately, fluently and acceptably to interact in environment. Four, Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.<sup>4</sup>

Teaching speaking in this school is not separated from transactional conversation, interpersonal conversation, and short functional text as in the text book. Yet, it is difficult for students to practice speaking English. The difficulties and the obstacles in speaking are also faced by the students of junior high school 2 Teluk Kuantan. Junior high school 2 Teluk Kuantan is

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<sup>3</sup>David Nunan, *Practical English Language Teaching*. Sidney: Mc Graw Hill. 2003. p. 48

<sup>4</sup> Badan Standar Nasional Pendidikan , *Standar Kompetensi dan Kompetensi Dasar SMP/MTS*, Jakarta: BSNP. 2006, p. 131-132.

one of the public schools. This school uses school based curriculum (KTSP) as a guideline to teach and learn. Junior high school 2 Teluk Kuantan has minimum standard (KKM) that student must follow, it is 75 to 100. The students must achieve higher score than their KKM, it can help them finish their final evaluation.

Based on the writer's preliminary observation at Junior high school 2 Teluk Kuantan, English subject has been taught since the first year of English teaching period. It was taught three times a week with time duration of 45 minutes for one hour learning process. The teacher has done many efforts to improve students' English competence in speaking subject. But in the fact, the students do not seem good at English; some of them feel difficult and confused in studying English. It can be seen in the following symptoms:

1. Some of the students are not able to express their ideas in speaking.
2. Some of the students are still afraid of speaking in front of class.
3. Some of the students still have of grammar.
4. Some of the students still have of pronunciation.
5. Some of the students still have of vocabulary.

Therefore, to solve this problem needs a suitable strategy to effect students' speaking ability. In this case, the writer gives a solution by using Clue Game Strategy that was found by Redjeki Agoestyowati in 2010. This strategy is chosen because it gives chance to the students to think fast in giving ideas. Because of that the writer gives one strategy that will effect students' speaking ability called Clue Game Strategy.



Game is a fun activity with rules to play. Clue game is one game where the students try to explain a thing (noun), action (verb), description word (adjective), etc. This game will give information to the students by using clues.<sup>5</sup> In clue game the student comes to the front of the class, then the student will be given an identity and will give the clue to the class. Using games is better choice for junior high school. The class will be more cheerful and joyful and the students will not get bored.

Based on the explanation above, the writer is interested in carrying out research entitled: **“The Effect of Using Clue Game Strategy Towards Students’ Speaking Ability at The Second Year of Junior High School 2 Teluk Kuantan”**.

## **B. Reason for Choosing Title**

The reasons why the writer is interested in carrying out this research on the title about are based on several considerations:

- a. The problem of this research is very crucial to be investigated in research.
- b. The title of this research is relevant with the status of the writer as a student of English Education Department.
- c. As far as the writer is concerned, the title of this research is not yet investigated by any other researcher.

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<sup>5</sup> Redjeki Agoestyowati, *Fun English games & activities for you*, Jakarta: PT Bhuana Populer Kelompok Gramedia, 2010. P.129.

- d. The writer has her ownability to investigite the problems related to time, energy, location and finance.

## **C. Problem**

### **1. Identification of the Problem**

Based on the background and the problems explained above, it is clear that most of the students of the second year of junior high school 2 Teluk Kuantan still get difficulties in English course expecially in speaking. To make it clearer, the problems in this research can be identified as follows :

- a. Why are some of the students unable to express their ideas in speaking ability?
- b. Why do some of the students fail in using grammar correcly?
- c. How is students' speaking ability by using clue game strategy ?
- d. What are the effect of using clue game strategy?
- e. How is students' speaking ability after using clue game strategy?

### **2. Limitation of the Problem**

Based on identification of the problems stated above, the problems of this research are focused on students difficulty to express their ideas in speaking ability in narrative text at the second year of junior high school 2 Teluk Kuantan.

### **3. Formulation of the Problem**

Formulation of the problem of this research is formulated in the following research questions :

- a. How is the students' speaking ability in narrative text taught without using clue game strategy at the second year of junior high school 2 Teluk Kuantan ?
- b. How is the students' speaking ability in narrative text taught by using clue game strategy at the second year of junior high school 2 Teluk Kuantan?
- c. Is there any significant effect of using clue game strategy towards students' speaking ability in narrative text at the second year of junior high school 2 Teluk Kuantan?

### **D. Objective and Significance of the Research**

#### **1. Objective of the Research**

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the information about the students' speaking ability in narrative text taught without using clue game strategy at the second year of junior high school 2 Teluk Kuantan.

- b. To find out the information about the students' speaking ability in narrative text taught by using using clue game strategy at the second year of junior high school 2 Teluk Kuantan.
- c. To find out the significant effect of using Clue Game Strategy towards students' speaking ability in narrative text at the second year of junior high school 2 Teluk Kuantan.

## **2. Significance of the Research**

- a. The result of this research is expected to expose some theoretical view points on the teaching English, expecially in teaching speaking by using clue game strategy.
- b. The result of this research is expected to give the teachers a model to use clue game strategy in teaching speaking.

## **E. Definition of the Key Terms**

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows :

- a. Effect

Effect is change that something or somebody causes in something or somebody else, or result.<sup>6</sup> The writer concludes that effect can be said as influence that is appeared by something towards something else. However, in

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<sup>6</sup> A S. Hornby ,*oxford Advance Learner's Dictionary of curent English. seventh Edition* , New York: Oxford University Press, 2005, p. 138.

this research, the term of effect refers to the effect of Clue Game Strategy towards students' speaking ability in narrative text at the second year of junior high school 2 Teluk Kuantan.

b. Clue Game

Clue Game is one of the typical strategies. Here, the writer chooses strategy developed by Redjeki Agoestyowati in 2010. Clue Game is one game where the students try to explain a thing (noun), action (verb), description word (adjective), etc. This game will give information to the students by using clues.<sup>7</sup> According to Maria Celce and Murcia Lois Mc Intosh, Games are fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more.<sup>8</sup> However, in this research, the term of Clue Game Strategy refers to the strategy used by the writer in her research to know the effect of the students' speaking ability in narrative text at the second year of junior high school 2 Teluk Kuantan.

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<sup>7</sup> Redjeki Agoestyowati, Loc Cit.

<sup>8</sup> Maria Celce and Murcia Lois Mc Intosh, *Teaching English as a Second or Foreign Language*, Rowley, Massachusetts: Newbury House Publishers, Inc, 1979, p. 53.

c. Speaking ability

According to Longman, speaking is defined as to be able to talk in a particular language.<sup>9</sup> Furthermore, David Nunan defined speaking as oral interaction where the participant need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what.<sup>10</sup> To solve some obstacles and develop the students' speaking skill it was important to generate opportunities for students to use the foreign language in a fun and comfortable way. Bygate stated in Urrutia León & Vega Celis, speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages.<sup>11</sup> However, speaking in this research is defined as the students' ability of using English in spoken narrative text in their communication activities orally. In conclusion, speaking ability is the ability of students at the second year of junior high school 2 Teluk Kuantan to express their ideas, feelings, or something in their mind to others.

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<sup>9</sup> Longman, *Longman Active Study Dictionary*, London: Pearson Education, 1998, p. 497.

<sup>10</sup> David Nunan, p. 40. Op Cit.

<sup>11</sup> Bygate (1987) in Urrutia León & Vega Celis, Op Cit. p.15.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking Ability

Various definitions of speaking have been given by many theorists. According to Longman, speaking is defined as to be able to talk in a particular language.<sup>12</sup> According to Hornby, speaking is defined as to be able to use a language.<sup>13</sup> David Nunan states, speaking is oral interaction.<sup>14</sup> where the participants need to negotiate the meaning of ideas, feelings, and manage in terms of who is to say what, to whom, and about what.

Then, according to Hornby, ability is skill or power,<sup>15</sup> in this research, ability means skill in speaking ability. Speaking ability is considered as the measure of knowing a language.<sup>16</sup> Someone has to master the rules of speaking. When one who has mastered the rules of speaking, he will not have any difficulties to express his or her ideas, thought, and feeling. It can be practiced in his or her daily questions, making conversation with friends, and conveying English speech in front of the class. The objective of teaching spoken language is the development of the ability to interact successfully in

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<sup>12</sup> Longman. *Longman Active Study Dictionary*, London: Pearson Education. 1998, p. 497.

<sup>13</sup> A.S.Hornby, *Oxford Learner's Pocket dIctionary, fourth Edition*, New York: Oxford University Press, 2008, p. 426.

<sup>14</sup> David Nunan, *Practical English Language Teaching*. Sidney: Mc Graw Hill. 2003. p.48.

<sup>15</sup> A.S.Hornby, Op Cit. p. 1.

<sup>16</sup> Kalayo Hasibuan and Muhamad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: alaf riau Graha UNRI Press, 2007, p. 101.

that language and to involve comprehension as well as production.<sup>17</sup> In conclusion, speaking ability is the ability of a person to express his or her idea, feeling, or something in his mind to others.

## **2. Students' Speaking Ability**

According to Kalayo, speaking involves three areas of knowledge as follows:<sup>18</sup>

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct pronunciation.
- b. Functions ( transaction and interaction ): knowing when clarity of message is essential (transaction or information exchange) and when practice understanding is not required ( interaction or relationship building).
- c. Social and cultural rules and norms: understanding how to make into account who is speaking to whom, in what circumstances, about what, and for what reason.

The goal of teaching speaking skill is communicative interaction. Before the learners make the listener understand, they should be able to make themselves understand what they say. They should try to avoid confusion in the message caused by their faulty in pronunciation, grammar, or vocabulary. Based on the syllabus of school based curriculum, speaking is

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<sup>17</sup> Athur Hughes, *Testing for Language Teacher*, Cambrige University Press, 1989, p. 101.

<sup>18</sup> Kalayo Hasibuan and Muhamad Fauzan Ansaryi, Loc Cit.



also as a prominent skill that has to be mastered by the students. In speaking skill the students must be able to practice and master some certain expressions in transactional and interpersonal conversation. Furthermore, both transactional and interpersonal conversations are stated in the instructional outcomes of speaking skill prescribed in the school based curriculum. The instructional outcomes of speaking skill especially for the second year of junior high school in the second semester are as follows :<sup>19</sup>

**Table II.1**

**Instructional outcome of speaking in school based curriculum**

Standard competence	Basic competence
Speaking :  Express the meaning of transactional and interpersonal conversation text formally and continuously ( sustained) in daily contex.	1. Students are able to express the meaning in transactional conversation (to get things done) and interpersonal(socialization) simple conversation, accurately, currently and acceptably to interact with their surroundings by invitating, rejecting or accepting the invitation, and asking for opinion. 2. Understanding and responding in transactional conversation and interpersonal simple by using oral language are done acuratly, currently, with surrounding, fluently and acceptably to interact with the environment.
Express the meaning of short functional and monolog text in recount and narrative for interaction in daily text.	3. Express the meaning in oral text in short fungsional simply ,acurately, fluently and acceptably to interact in environment. 4. Express the meaning contained in simple short monologue in an acurate, in recount and narrative text to interact with the enviorenment.

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<sup>19</sup> Badan Standar Nasional Pendidikan. Loc Cit.

At the end of English course, the second year students of junior high school 2 Teluk Kuantan are expected to be able to reach these instructional outcomes. The materials of speaking that are taught by the teacher to students are supposed to make the students able to speak English and hopefully, students have speaking proficiency. However, in the process of teaching speaking in the class, the students still have some problems related to some aspects supporting speaking ability such as pronunciation, vocabulary, and grammar.

In this research, speaking ability is the students' ability in using English as the language they learn in their communication activities and communicative interaction orally. The students' speaking ability will be measured by using oral language scoring rubric adopted from Hughes as follows:<sup>20</sup>

**Table II.2**  
**The Category Level of Speaking Ability**

Proficiency	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Accent	6	5	4	3	2	1
Grammar	6	5	4	3	2	1
Vocabulary	6	5	4	3	2	1
Fluency	6	5	4	3	2	1
Comprehension	6	5	4	3	2	1

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<sup>20</sup>Athur Hughes, Op Cit. p.111-112.

**a. Accent**

6 = Native Pronunciation, with no trace of “ foreign accent”

5 = no conficous mispronunciations, but would not be taken for a native speaker

4 = marked “ foreign accent” and occasional mispronunciation which do not interfere with understanding

3 =”foreign accent“ requires concertrated listening, and mispronunciations lead to occational misunderstanding and apparent errors in grammar or vocabulary

2 = frequent gross error and very heavy accent make understanding difficult, require frequent repetition

1 = pronunciation frequently unintelligible

**b. Grammar**

6 = no more than to errors during the interview

5 = few errors, with no patterns of failure

4 = occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding

3 = frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding

2 = constant errors showing control of very few major patterns and frequently preventing communication

1 = grammar almost entirely inaccurate except in stock phrases

**c. Vocabulary**

6 = vocabulary apparently as accurate and extensive as that of an educated native speaker

5 = professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations

4 = professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions

3 = choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

2 = vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)

1 = vocabulary inadequate for even the simplest conversation

**d. Fluency**

6 = speech on all professional and general topics as effortless and smooth as a native speaker

5 = speech is effortless and smooth, but perceptively non-native in speed and evenness

4 = speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words

3 = speech is frequently hesitant and jerky, sentences may be left uncompleted

2 = speech is very slow and uneven except for short or routine sentences

1 = speech is so halting and fragmentary that conversation is virtually impossible

**e. Comprehension**

6 = understand everything in both formal and colloquial speech to be expected of an educated native speaker

5 = understand everything in normal educated conversation except for very colloquial or low- frequency items, or exceptionally rapid or slurred speech

4 = understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

3 = understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

2 = understands only slow, very simple speech on common social and touristic topics; requires constants repetition and rephrasing

1 = understand to little for the simplest type of conversation

Because English in indonesia is as a foreign language, the score levels given to the students are about from level 1 to level 5.

**Table II.3**

**Assessment Aspects of Speaking Ability**

No	Aspect assessed	Score					
		1	2	3	4	5	6
1	Accent						Native Speaker Only
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
Total							
Maximum score		20					

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

5 = excellent competent

Final score = total score: maximum score x 100

So, based on table above, the classification of the students' speaking ability can be rated as follows:

**Table II.4**  
**The Classification of Speaking Ability<sup>21</sup>**

No	Level	Score	Category
1	Level 1	81-100	Very good
2	Level 2	61-80	Good
3	Level 3	41-60	Enough
4	Level 4	21-40	Less
5	Level 5	0-20	Poor

### **3. Factors Influencing the Students' Speaking Ability**

To gain the ability of learning, it is very necessary for one to consider some factors, which can instill the ability. Lola Siska Yunita in Muhabbin devides the factors into three sections, namely<sup>22</sup>:

- a. The Internal Factors  
These factors come from students themselves that consist of physiological aspects as the organ of the body, and physical aspects such as intelligence, attitude, interest, talent and motivation.
- b. The External Factors  
These factors consist of social environment such as, family, teacher, society and friends and non- social environment such as; house, school equipment, and atmosphere.
- c. Approaching  
It consist of high approaching (speculative and activity), middle approaching (analytical and deep) and low approaching (reproductive and surface).

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<sup>21</sup> Suharsimi Arikunto, Dasar- dasar Evaluasi Pendidikan, ( Jakarta: Rineka Cipta, 2009), p.245

<sup>22</sup> Lola Siska Yunita, *A Comparison on Speaking Ability Between Students Taking English Courses and Those Relying on Classroom Courses at the Second Year of SMU 05 Pekanbaru*. (S1 Thesis Pekanbaru: 2011)

#### 4. The Testing of Speaking Ability

Speaking is a productive skill that can be directly and empirically observed.<sup>23</sup> Furthermore, Hughes states that there are three general formats of testing speaking as follows :<sup>24</sup>

##### a. Interview

The most obvious format for the testing of oral interaction is the interview. Interview is a testing situation in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee. Then the interviewer assesses the language proficiency of the testee.

##### b. Interaction with peers

In this format, two or more candidates may be asked to discuss a topic, make a plan, a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the right answer, but to stimulate speech for the tester to evaluate.

##### c. Response to Tape- Recordings

This format is presenting all candidates only with the same audio or video tape- recorded stimuli. There can also be economy where a language laboratory is available, since large numbers of candidates can be tested at the same time.

In addition, Weir stated that one of the ways to speaking ability is oral presentation task. This task that is also known as “individual long turn” or

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<sup>23</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, San Francisco: Addison Wesley Longman, 2003, p. 140.

<sup>24</sup> Arthur Hughes, *Op Cit.* p. 104-105.



“monologic“ tasks has become an established format of spoken language tests. The advantage of this method is one speaker produces performance will not be affected by the other’s.<sup>25</sup> Here, the students are expected to give a talk on topic which they have been asked to prepare before and have been informed shortly before the test.

## **5. Learning Strategy**

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.<sup>26</sup> In addition, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.<sup>27</sup>

According to Rebecca, strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive and compensation under the direct class; metacognitive, affective and social under the indirect class).<sup>28</sup> Direct strategies are language learning strategies that directly involve the target language.<sup>29</sup>

Direct strategies for dealing with the new language, is like the performer in a

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<sup>25</sup> Cyril Weir in Purmayasari, The Effect of Think-Pair-Share (TPS) Strategy to Improve Students’ Speaking Ability at the Second Year of Islamic Boarding Senior High School Bahrul ‘Ulum Perhentian Raja District of Kampar Regency, 2011.

<sup>26</sup> Rebecca. L. Oxford, Language Learning Strategies (New York: NewBury House Publisher, 1991), p.1

<sup>27</sup> Ibid, 8

<sup>28</sup> Ibid, 14

<sup>29</sup> Ibid, 37

stage play, working with the language itself in a variety of specific tasks and situation. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.<sup>30</sup>

Indirect strategies, this class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others.<sup>31</sup> In addition, cognitive strategies are essential in learning a new language.<sup>32</sup> Such strategies are varied lot, ranging from repeating to analyzing expressions to summarizing. There are four sets of cognitive strategies exist; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.<sup>33</sup> Related to my strategy, Clue Game Strategy, is included to cognitive strategies of direct class. Because, cognitive strategies is used for understanding and producing the language.

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<sup>30</sup> Ibid, 14

<sup>31</sup> Ibid, 15

<sup>32</sup> Ibid, 43

<sup>33</sup> ibid

## 6. The Concept of Clue Game Strategy

### a. Definition of Game

About the definition of the games based on the Oxford Advanced Dictionary of Current English the meaning of game is form of usually competitive play or sport with rules.<sup>34</sup>

According to Larcabal in Siska:

*“A game can (1) help those who play develop their inner self. (2) help them related to other more effectively and cooperatively, (3) train them in creative freedom as they feel less embarrassed or afraid and become more self confident, and finally, (4) bring them and the facilitation and anxiety that prevent students from acquiring the language.”*

Based on those statements, games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. By using games the students are able to learn the target language unconsciously. They learn some new words without any stress on their feeling. There are two kinds of games according to Hadfield cited by Eningtyas in Siska,<sup>35</sup> there are competitive game and cooperative games.

“In cooperative games “the player or team work together towards a common goal”. In these games, there are no winners or loser. All students work together to solve the problems. However, in competitive games, usually the teams compete to win the games. They work hard to answer all questions precisely as fast as possible”.

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<sup>34</sup> A.S. Hornby in Siska Yuliana. Op Cit. p. 14

<sup>35</sup> Eningtyas in Siska. Op Cit. p. 17

To know the effectiveness of the games, let us take a look at the advantages of using games proposed by Rita Susana Larcabal in Siska:

1. Help those who play to develop their inner self
2. Help them related to others more effectively and cooperatively Train them in creative freedom as they feel less embarrass or afraid or become more self confident, and finally
3. Bring them and the facilitator closer, which will eventually help to lower the tension and anxiety that prevent students from acquiring the language.<sup>36</sup>

However, she warned that although games can be used to practice certain language items at certain stages in the acquisition process, the main aim of games should be to develop communication skill. Thus, games will be considered not only just as a reward or relaxed after working hard or other aspect of the course; it also becomes a stimulating and interesting way to help students acquire the target language without even realizing it. Even though games provide a lot of advantages, it is not easy to achieve effective language learning, since there are some challenges that may arise when teachers conduct the games.

#### **b. Clue Game Strategy**

Clue game is one game, where the students try to explain a thing (noun), action (verb), description word (adjective), etc. Where this game will give information for the students or players by using clues. It means, this strategy will help the students to understand an narrative text in simple way. Students can use Clue Game to organize their speaking to explain about

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<sup>36</sup> Rita Susana in Siska. Op Cit. p. 19

something, to give information or other forms of speaking. It means, this strategy can be used to all sorts of speaking.

After using this strategy, the students can speak based on the information that they get from the text. With this strategy, students use the process of identifying a point and determining what they want to say about it to construct the main idea for their own speaking in response to a text. Clue Game is one of the strategies to speaking skill. This strategy is developed by Redjeki Agoestyowati in 2010.<sup>37</sup> According to Hornby, Clue is something that gives helps in finding an answer to a problem.<sup>38</sup> The use of games can be a powerful language learning tool.<sup>39</sup> A game is an activity of sport involving skill, knowledge or chance in which a person follows fixed rules and tries to win against an opponent.<sup>40</sup> According to Tom Streissguth, Clue is a board game, that can be played by three to six player.<sup>41</sup> And According to Anthony E. Pratt in wikipedia, cluedo or clue game is a game that uses cards .<sup>42</sup>

In conclusion, Clue game is one game where the students try to explain a thing (noun), action (verb), description word (adjective), etc. And this game will give information for the students or players by using clues. These activities create a meaningful context for language use.

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<sup>37</sup> Redjeki Agoestyowati, *Fun English games & activities for you*, Jakarta: PT Bhuana Populer Kelompok Gramedia, 2010. P.129.

<sup>38</sup> A S. Hornby , Op Cit. p .78.

<sup>39</sup> Chen, I-Jung, Using Games to Promote Communicative in Language Learning. p. 1. 2 february 2005.

<sup>40</sup> Urrutia León & Vega Celis, *Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School* Columbia: ISSN, 2010, p. 16.

<sup>41</sup> [http://www.ehow.com/print/way\\_5398866\\_clue-game-instructions.html](http://www.ehow.com/print/way_5398866_clue-game-instructions.html). Retrieved 07 January 2013.

<sup>42</sup> [http://en.wikipedia.org/wiki/Anthony\\_E.\\_Pratt](http://en.wikipedia.org/wiki/Anthony_E._Pratt). Retrieved 24 January 2013.

## 7. Using Clue Game Strategy Towards Students' Speaking Ability

There are many ways to play clue game. Here, the writer chooses strategy developed by Redjeki Agoestyowati in 2010. Clue game is one game where the students try to explain a thing (noun), action (verb), description word (adjective), etc. This game will give information for the students by using clues.<sup>43</sup>

According to Urrutia León & Vega Celis Language games can add fun and variety to conversation sessions if the participants are fond of games.<sup>44</sup> Maria Celce and Murcia Lois Mc Intosh states is, Game are fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more.<sup>45</sup>

According to Rejzeki, the procedures of applying this strategy are :<sup>46</sup>

- a. The teacher chooses one student to come to the front of the class.
- b. This student will be given an identity ( a word ) and will give clues to the class.
- c. The class tries to guess the word from the clues.
- d. Before teacher starting the game, she discusser strategy with the class.
- e. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.

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<sup>43</sup> Redjeki Agoestyowati, Loc Cit.

<sup>44</sup> Urrutia León & Vega Celis, Loc Cit.

<sup>45</sup> Maria Celce and Murcia Lois Mc Intosh, Loc Cit.

<sup>46</sup> Redjeki Agoestyowati, Loc Cit.

Example: the identity is the word “SHOPPING”; the sample clues can be like this:

1. Many people like me, especially ladies.
  2. I am doing this activity if i have much money.
  3. People do this in malls but sometimes they go to traditional markets.
  4. You walk when you do this activity.
  5. You buy something or many things.
- f. If the class get identity, it wins.
- g. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

According to Suzanne W. Woodward, to apply another variation of clue strategy are<sup>47</sup>:

- a. Send one student out of the room.
- b. Give the class an identity for that student.
- c. Discuss clue strategy, and go over possible clues.
- d. When the student returns, the class members begin giving clues.
- e. The student may ask only yes/ no questions, or you may limit his/ her questions to identity questions (“ Am I a teacher?” )
- f. If the student guesses his/ her identity, he/ she wins.
- g. Otherwise, the class wins.

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<sup>47</sup> Suzanne W. Woodward, *Fun with Grammar*, America: PRENTICE HALL REGENTS, 1997, p. 7-8.

The use of games can be a powerful language learning tool. Games offer students a fun-filled and relaxing learning atmosphere. Games are also motivating, games introduce an element of competition into language-building activities.

Chen –i jung stated, the benefits of using games in language-learning can be summed up in nine points.<sup>48</sup>

1. Are learner centered.
2. Promote communicative competence.
3. Create a meaningful context for language use.
4. Increase learning motivation.
5. Reduce learning anxiety.
6. Integrate various linguistic skills.
7. Encourage creative and spontaneous use of language.
8. Construct a cooperative learning environment.
9. Foster participatory attitudes of the students.

Clue Game Strategy is one game, where the students will give information to others by using clues.

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<sup>48</sup> Chen – i jung. Op Cit. p. 2.



## B. Relevant Research

According to Syafi'i,<sup>49</sup> relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our researches. Besides, we have to analyze what the point that was focussed on, informs the design, finding and conclusion of the previous research:

1. By Siska Yuliana<sup>50</sup>, her research focused on the use of the riddles game because she wanted to know how the result of using riddles game in teaching English, especially vocabulary material. So she focused on the use of riddles game. She did research at MTs Miftahul Ulum Bendung Mojokerto and she chose the second grade student as her research subject.
2. By Suzanne W. Woodward<sup>51</sup>, in her research she used clue game as a strategy to teach English grammar. She intended to offer an alternative strategy in teaching English grammar to the second grade of students of junior high school. Her discussion focused on the implementation of clue can improve student's grammar or not. The result from this study is: the implementation of clue game can improve student's grammar. Automatically the students' speaking ability will also increase, by implementing the clue game strategy.

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<sup>49</sup> M.Syafi'i.S.*From Paragraph to a Research Report: A Writing of English for Academic Purpose.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive / LBSI,2007). p. 122.

<sup>50</sup> Siska Yuliana" *Improving Students' Vocabulary by Using Riddles Game at the Second Grade of MTs Miftahul Ulum Bendung Mojokerto.* (S1Thesis Surabaya: 2011)

<sup>51</sup> Suzanne W. Woodward. Op Cit. p.vi-vii

### C. Operational Concept

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concludes several indicators to be operated in the operational concept. In this research they are two variables, they are (1) the effect of using clue game strategy as the independent variable and it is symbolized by X and (2) students' speaking ability as the dependent variable, it is symbolized by Y. The data are taken through the test, it is the oral test. The indicator are as follows:

1. Clue game strategy is classified with the procedures as follows (X)<sup>52</sup> :
  - a. The teacher chooses one student to come to the front of the class.
  - b. This student will be given an identity (a word) and will give clues to the class.
  - c. The class tries to guess the word from the clues.
  - d. Before teacher starting the game, she discusses strategy with the class.
  - e. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
  - f. If the class get identity, it wins.
  - g. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

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<sup>52</sup> Redjeki Agoestyowati, Loc Cit.

2. Students' speaking ability ( Y variable ) :

- a. The students can speak English with good accent.
- b. The students can speak English with appropriate grammar.
- c. The students can speak English with suitable vocabulary.
- d. The students are able to speak fluently.
- e. The students are able to express their ideas to others by comprehending spoken language.

**D. Assumption and Hypothesis**

**1. Assumption**

In this research, the writer assumes that the result of this research shows :

- a. Students' speaking ability is various.
- b. The better Clue Game Strategy is applied the better students' speaking ability will be.

**2. Hypothesis**

$H_0$  : There is no significant effect of using Clue Game Strategy towards students' speaking ability at the second year of Junior High School 2 Teluk Kuantan

$H_a$  : There is significant effect of using Clue Game Strategy towards students' speaking ability at the second year of Junior High School 2 Teluk Kuantan

## CHAPTER III

### RESEARCH METHODOLOGY

#### I. Research Design

This research is an experimental research. According to Creswell, experiment is you test an idea to determine whether it influences an outcome or dependent variable.<sup>53</sup> The design of this research was quasi experimental research with nonequivalent control group which was intended to find out the effect of using Clue Game Strategy towards students' speaking ability. Furthermore, Gay and Airasian stated that quasi experimental design is used when the researcher keeps the students in existing classroom intact and the entire classroom are assigned to treatments.<sup>54</sup> It involves two groups, a control group and experimental group. This research was aimed to find whether or no there is significant effect of using Clue game strategy in teaching speaking. This strategy was given only for experimental class. Meanwhile the control class, as the comparative class, was not given this strategy. This research was conducted at junior high school 2 Teluk Kuantan which is located at Teluk Kuantan.

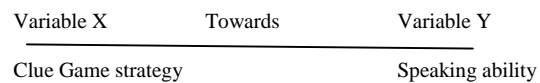
The subject of the research was the second year students junior high school 2 Teluk Kuantan, and the object of this research was the effect of using

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<sup>53</sup> John W. Creswell, *Educational Research Planning Conducting, and Evaluating Quantitative and Qualitative Research* Ed 3rd. Lincoln: PEARSON Merrill Prentice Hall, 2008, p. 299

<sup>54</sup> Gay, L. R., Peter Airasian, *Educational Research: Competencies for Analysis and Application*. (New Jersey: Prentice-hall, inc. 2000), p.367

Clue Game strategy towards students' speaking ability. There were two variables used in this research, firstly independent variable was using Clue Game strategy symbolized "X" and dependent variable was students' speaking ability symbolized "Y". The design of the research was pictured by the following diagram:



The diagram explain about the effect of variable X( Clue Game strategy) towards variable Y( speaking ability). There were two kinds of test given in this research; they were pre- test given before the treatment and post- test given after the treatment. So, the research design is described as follows:<sup>55</sup>

**Table III.1**

**The Research Design**

Group	Pre-Test	Treatment	Post- Test
E	01	X	03
C	02	-	04

E = Experimental Group

C = Control Group

01 = Pre-test to experimental Class

02 = Pre-test for control class

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<sup>55</sup> Tukman, W. Bruce. *Conducting Educational Research: fifth Edition*. (USA: Hacourt Brace Collage Publiher.1999), p. 141.

X = Receiving Comparison and Contrast Technique

03 = Post-test for experimental class

04 = Post-test for control class

## **II. Subject and Object of the Research**

### **1. Subject of the Research**

The subject of this research was the teacher (it was the writer) and the second year students of junior high school 2 Teluk Kuantan in 2012- 2013 academic year.

### **2. Object of the Research**

The object of this research has the effect of using Clue Game strategy towards students' speaking ability in narrative text at the second year of junior high school 2 Teluk Kuantan.

## **III. Location and Time of the Research**

The research was carried out at junior high school 2 Teluk Kuantan in 2012-2013 of academic year. The research was conducted from May to June 2013.

## **IV. Population and Sample**

In conducting the research, the writer took the second year students of junior high school 2 Teluk Kuantan as the population. Population of the research was all students of the second year of junior high school 2 Teluk Kuantan. The number of the second year students of junior high school 2

Teluk Kuantan was 110 population. It had four classes : VIII.1: 25 students, VIII.2: 25 students, VIII.3: 30 students, VIII.4: 30 students. The number of the population and sample can be seen in the following table :

**Table III.2**  
**Population and sample**

No	Class	Total	Complement
1	VIII.1	25	Sample ( as experimental class)
2	VIII.2	25	Sample ( as control class)
3	VIII.3	30	-
4	VIII.4	30	-

Because the total population of the second year students of Junior High School 2 Teluk Kuantan was large enough to be taken as sample, the writer took the sample by using cluster sampling. According to Gay et al, cluster sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristic.<sup>56</sup> It means, the homogenous characteristics are the consideration. In addition, in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population<sup>57</sup>. Then, in

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<sup>56</sup>Ibid. 129

<sup>57</sup> Louis Cohen et al, *Research Methods In Education* (New York: Routledge. 2007), p. 110.

Cluster sampling, the sample units contain groups of elements (clusters) instead of individual members or items in the population<sup>58</sup>.

## **V. Technique of Collecting Data**

In this research, the writer used oral presentation test to collect the data to find out students' speaking ability. The speaking test must consist of five components. The components are: accent, grammar, vocabulary, fluency, and comprehension. The test consisted of pre test and post test. The pre test was given to students in the experimental and the control class to find out students basic speaking ability.

Before giving the post test to the students, the writer gave the treatment based on Clue Game strategy procedures. The treatment was given to the experimental class in order to find out the effect of using Clue Game strategy towards students' speaking ability. The result of post test was analyzed as the final data in this research. As Brown said that a test is a method of measuring a person's ability, knowledge or performance in a given domain.<sup>59</sup>

## **VI. Technique of Data Analysis**

In order to analyze students' speaking ability in spoken narrative text, the writer used minimum standard of English subject in Junior High School 2

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<sup>58</sup> Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Limited, 2006) p. 89.

<sup>59</sup> Douglas, Brown. *Language Assessment*. (San Francisco: Longman, 2003). p. 3.



Teluk Kuantan that is 75 for students' ability in speaking. It means, for those who get score < 75, they do not pass the minimum standard, while for those who get score  $\geq 75$ , they pass minimum score.

In analyzing the data, the researcher used scores of pre-test and post-test of experimental and control group. This score was analyzed statistically. In this research, the researcher used Independent sample t-test.

The t-test for independent sample was used to determine the first and the second of the formulation of the problem, whether there is probably a significant difference between the means of two independent samples.<sup>60</sup> Then, when investigating the difference between two unrelated or independent groups on an approximately normal dependent variable it is appropriate to choose an independent sample t-test<sup>61</sup>. In addition, Sofyan Yamin and Heri Kurniawan stated that, independent sample t-test is used to compare the mean score from two independent group of sample<sup>62</sup>. The data were statistically analyzed by using SPSS 16.0 version to obtain whether the result of the research is statistically significant. The formula of t-test is as follows<sup>63</sup>:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t<sub>o</sub>= The value of t – obtained

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<sup>60</sup>L.R. Gay and Peter Airasian. *Op cit*, 484

<sup>61</sup>George E.Morgan, et al. *SPSS For Introductory Statistics*. (New Jersey: Lawrence Erlbaum Associates, Inc, 2004), 136

<sup>62</sup> Sofyan Yamin and Heri Kurniawan. *SPSS Complete: Teknik Analisis Statistik Terlengkap dengan Software SPSS*. (Jakarta: Salemba Infotek, 2011), 51

<sup>63</sup> Hartono, *Statistik Untuk Penelitian* (Jogyakarta,: Pustaka Pelajar, 2008), p. 208

$M_x$	=	Mean score of experimental sample
$M_y$	=	Mean score of control sample
$SD_x$	=	Standard deviation of experimental group
$SD_y$	=	Standard deviation of control group
$N$	=	Number of the students

After computing T-test, it is necessary to obtain the degree of freedom that is used to determine whether T-score is significant or not. The T-obtained Value is consulted with the value of T- table by using degree of freedom. The formula of degree of freedom is as follows:<sup>64</sup>

$$df = (N_1 + N_2) - 2.$$

df : The degree of freedom

$N_x$  : The number of students in experimental class

$N_y$  : The number of students in control class

If the writer has consulted the t-obtained value with t-table by using degree of freedom, the writer can conclude that if  $t_o < t\text{-table}$ ,  $H_o$  is accepted. It means, there is no significant effect of using Clue Game Strategy towards students' speaking ability in Spoken Narrative Text. If  $t_o > t\text{-table}$ ,  $H_a$  is accepted. It means, there is significant effect of using Clue Game Strategy towards students' speaking ability in Narrative Text.

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<sup>64</sup>Ibid, 212.

## VII. Validity and Reliability of the Test

The test used for testing students' speaking ability had to have validity and reliability. Validity is an important key to effective research<sup>65</sup>. Validity refers to how appropriately a test goes about what it is supposed to measure<sup>66</sup>. The test can be said to be valid if it measures accurately what it is intended to measure<sup>67</sup>. There are four types of validity, they are content validity, concurrent/criterion validity, predictive validity, and construct validity<sup>68</sup>. The researcher used construct validity; in construct validity the researcher consulted with the expert to discuss the instrument used in measuring speaking ability of the students. Referring to Setiyadi said construct validity needs a test that has indicators when doing measurements.<sup>69</sup>

Sugiyono said that validity was divided into two kinds; they were internal validity and external validity. Test was included into internal validity. It should consider the construct validity and content validity<sup>70</sup>. To analyzed the construct validity, it can be used judgement experts based on some components that should be considered in giving students' score. To analyze the content validity, it can be compared between the content of test and the material

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<sup>65</sup> Louis Cohen, et al. *Op Cit.* (New york: Routledge, 2007),133

<sup>66</sup> Gajendra K.Verma and Kanka Mallick. *Researching Education: Perspectives and Techniques* (London: UK Falmer Press, 1999), 134

<sup>67</sup> Arthur Hughes. *Testing For Language Teacher* (United Kingdom: Cambridge University Press, 2003). P. 26.

<sup>68</sup> Jhon.w.cresswell PP. 172-173.

<sup>69</sup> Mardiyanti Aida Putri. *The Effect of Using the Poster Carousel Technique toward Speaking Ability of the Second Year Students at State Senior High Shcool 3 Mandau Bengkalis Regency.* (UIN SUSKA: Unpublished, 2012) p. 39.

<sup>70</sup> Sugiyono. *Metode Penelitian Pendidikan.* (Bandung: Alfabeta, 2011). Pp. 176

taught<sup>71</sup>. For the pre test and post tests of this research were valid, because the students' speaking was measured by two raters by using the standard score of assessing speaking from ESL Composition by Athur Hughes. The test was based on the material studied by the students at the moment. In making the test, the writer had consulted first with the researcher's supervisor.

Referring to Louis, reliability in quantitative research is essentially a synonym for dependability, consistency, and replicability over time, over instruments and over groups of respondents<sup>72</sup>. Ary stated that, reliability is the extent to which an instrument is consistent in measuring whatever it is measuring<sup>73</sup>. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring<sup>74</sup>. It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistently. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

According to Creswell, there are five types of reliability. They are test-retest reliability, alternate forms reliability, alternate forms and test retest reliability, interrater reliability and internal consistency reliability<sup>75</sup>. Gay says that "inter judge reliability can be obtained by having two (more) judges

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<sup>71</sup> Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta. 2012). PP. 352-353.

<sup>72</sup> Louis Cohen. Op Cit. 146

<sup>73</sup> Donald Ary, et al. *Introduction to Research in Education*. (Canada: Wadsworth, Cengage Learning, 2006), 236

<sup>74</sup> L.R. Gay and Peter Airasian. Op Cit. p. 169

<sup>75</sup> Jhon.w.cresswell. Op Cit. p.170

independently score to be compared to the score.”<sup>76</sup> In this research, the researcher used inter rater reability, because the researcher had two raters in order to assess the students’ speaking ability.

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<sup>76</sup> L.R. Gay and Peter Airasian. Op Cit. p.175

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. Description of the Data**

The purposes of the research were to find out how the students' speaking ability taught by using Clue Game Strategy or without using Clue Game Strategy, and to find out the significant effect of using Clue Game Strategy towards students' speaking ability. The data were obtained from the students' post- test scores of control and experimental classes.

Before treatment (only experimental class), the writer gave pre- test to VIII.1 and VIII.2. In giving test; pre- test and post- test, the students were asked to speak spontaneously without any preparation by giving certain topic that had been explained by the teacher. It was the topic being taught at the time, evaluated by concerning five components of students' speaking ability; accent, grammar, vocabulary, fluency, and comprehension. Each component had its score. Then, the writer gave treatments to experimental class for six meetings.

After giving treatments to the experimental class, the writer used the same format of speaking test for the post- test of the experimental class. While for the control class was taught without using Clue Game Strategy or no treatments, the writer used the same format of speaking test for their post- test too.

The total of pre- test score in both classes was significantly different. The total score of the pre- test of control class was 1100, while the highest was 56 and the lowest was 40. The total score of the post- test of control class was 1278, the highest score was 78 and the lowest score was 40. The total score of pre- test of experimental class was 1176, the highest was 56 and the lowest was 40. Then, the total score of the post- test of experimental class was 1784. The highest score was 80 and the lowest was 52.

## **B. Data Presentation**

The data which were taken by the researcher were from the pre test and post test. The data collected were evaluated by two raters.

### **1. Data of the Test**

#### **a. Students' Speaking Ability score on pre test**

##### **1. Experimental Class**

The table below tells us about the result of pre-test given to the experimental class. There was no new strategy that the researcher did, only the same strategy as what the teacher had done.

**Table IV.1**

**The Students' Pre-test Score in Experimental Class**

No	Students	Score from Rater I	Score from Rater II	Final Score
1	Student 1	52	44	<b>48</b>
2	Student 2	40	40	<b>40</b>
3	Student 3	44	40	<b>42</b>
4	Student 4	52	40	<b>46</b>
5	Student 5	44	52	<b>48</b>
6	Student 6	48	48	<b>48</b>
7	Student 7	40	40	<b>40</b>
8	Student 8	40	40	<b>40</b>
9	Student 9	44	40	<b>42</b>
10	Student 10	56	56	<b>56</b>
11	Student 11	48	48	<b>48</b>
12	Student 12	52	52	<b>52</b>
13	Student 13	52	56	<b>54</b>
14	Student 14	48	52	<b>50</b>
15	Student 15	56	44	<b>50</b>
16	Student 16	48	52	<b>50</b>
17	Student 17	40	44	<b>42</b>
18	Student 18	56	52	<b>54</b>
19	Student 19	56	48	<b>52</b>
20	Student 20	40	40	<b>40</b>
21	Student 21	48	40	<b>44</b>
22	Student 22	44	40	<b>42</b>
23	Student 23	56	56	<b>56</b>
24	Student 24	52	52	<b>52</b>
25	Student 25	40	40	<b>40</b>
Total		<b>1196</b>	<b>1156</b>	<b>1176</b>
Mean		<b>47,84</b>	<b>46,24</b>	<b>47,04</b>

After looking the result of the data available in the table, the total score which was evaluated by rater 1 is 1196 and the mean score is 47,84. Meanwhile, the total score which was evaluated by rater 2 is



1156 and the mean score is 46,24. After summing up the score from rater 1 and rater 2 and then it was divided 2, the researcher found the total score was 1176 and the mean score was 47,04.

**Table IV.2**

**The Distribution of Frequency of Students' Pre Test**

**Score in Experimental Class**

Score	Frequency	Minimum Standard Score
40	5	Not Pass
42	4	Not Pass
44	1	Not Pass
46	1	Not Pass
48	4	Not Pass
50	3	Not Pass
52	3	Not Pass
54	2	Not Pass
56	2	Not Pass
Total	25	

Looking at the table above, the writer can conclude that the lowest score of pre test in experimental class is 40 and the highest score is 56. From all of the students, there were all of the students who did not passed the minimum standard.

2. Control Class

Students' speaking in narrative text in control class before giving conventional strategy can be seen as in the following table.

**Table IV.3**

**The Students' Pre test Score in Control Class**

No	Students	Score from Rater I	Score from Rater II	Final Score
1	Student 1	44	44	<b>44</b>
2	Student 2	40	40	<b>40</b>
3	Student 3	44	40	<b>42</b>
4	Student 4	52	40	<b>46</b>
5	Student 5	48	40	<b>44</b>
6	Student 6	40	40	<b>40</b>
7	Student 7	44	40	<b>42</b>
8	Student 8	44	40	<b>42</b>
9	Student 9	44	40	<b>42</b>
10	Student 10	40	40	<b>40</b>
11	Student 11	40	44	<b>42</b>
12	Student 12	56	56	<b>56</b>
13	Student 13	44	40	<b>42</b>
14	Student 14	56	52	<b>54</b>
15	Student 15	56	40	<b>48</b>
16	Student 16	56	44	<b>50</b>
17	Student 17	56	40	<b>48</b>
18	Student 18	40	40	<b>40</b>
19	Student 19	40	40	<b>40</b>
20	Student 20	48	40	<b>44</b>
21	Student 21	40	40	<b>40</b>
22	Student 22	44	44	<b>44</b>
23	Student 23	40	40	<b>40</b>
24	Student 24	48	40	<b>44</b>
25	Student 25	52	40	<b>46</b>
Total		<b>1156</b>	<b>1044</b>	<b>1100</b>
Mean		<b>46,24</b>	<b>41,76</b>	<b>44,00</b>

According to the table above, the researcher found that the total score evaluated by rater 1 is 1156, and the mean score is 46,24.

Meanwhile, the total score which was evaluated by rater 2 is 1044

and the mean is 41,76. Both of the raters evaluated the scores on the same procedure. By summing up the score from rater 1 and rater 2 then it is divided 2, the researcher find the total score 1100 and the mean score is 44,00.

**Table IV.4**

**The Distribution of Frequency of Students' Pre-test  
score in Control Class**

Score	Frequency	Minimum Standard Score
40	7	Not Pass
42	6	Not Pass
44	5	Not Pass
46	2	Not Pass
48	2	Not Pass
50	1	Not Pass
54	1	Not Pass
56	1	Not Pass
Total	25	

Referring to the table above, the lowest score of pre-test in control class is 40 and the highest score is 56. From all of the students, there were all of the students who did not passed the minimum standard.

3. The difference of pre test score between an experimental class and control class.

To clarify the data, the researcher compared the students' Speaking Ability score for both of the classes (experimental class and control class) in the table below:

**Table IV.5****The Students' Pre-test Score of the Experimental Class and Control Class**

Student	Experimental Class		Control Class	
	Score	Minimum Standard Score (75)	Score	Minimum Standard Score (75)
S1	48	Not Pass	44	Not Pass
S2	40	Not Pass	40	Not Pass
S3	42	Not Pass	42	Not Pass
S4	46	Not Pass	46	Not Pass
S5	48	Not Pass	44	Not Pass
S6	48	Not Pass	40	Not Pass
S7	40	Not Pass	42	Not Pass
S8	40	Not Pass	42	Not Pass
S9	42	Not Pass	42	Not Pass
S10	56	Not Pass	40	Not Pass
S11	48	Not Pass	42	Not Pass
S12	52	Not Pass	56	Not Pass
S13	54	Not Pass	42	Not Pass
S14	50	Not Pass	54	Not Pass
S15	50	Not Pass	48	Not Pass
S16	50	Not Pass	50	Not Pass
S17	42	Not Pass	48	Not Pass
S18	54	Not Pass	40	Not Pass
S19	52	Not Pass	40	Not Pass
S20	40	Not Pass	44	Not Pass
S21	44	Not Pass	40	Not Pass
S22	42	Not Pass	44	Not Pass
S23	56	Not Pass	40	Not Pass
S24	52	Not Pass	44	Not Pass
S25	40	Not Pass	46	Not Pass
Total	<b>1176</b>		<b>1100</b>	
Mean	<b>47.04</b>		<b>44.00</b>	

The table shows the comparison between students' score in speaking narrative text in experimental class and control class. The result of the score is conducted by the pre-test and the forms of the test for both of the classes are

same. The total score of experimental class is 1176 and the mean score is 47,04. Meanwhile the total score of control class is 1100 and the mean score is 44,00. In this case, the students speaking ability in both class are relatively similar and both of class are homogeneous.

In addition, the table also shows that the lowest score of pre test in control class is 40 and the highest score is 56. Meanwhile, the lowest score of the pre-test in the experimental class is 40 and the highest score is 56..

b. Students' Speaking score on Post Test

Students' speaking ability in control and experimental classes can be seen through the explanation below. The data were analyzed to answer the formulation of the research and to prove the hyphotesis of this research.

1. Experimental Class

The students speaking score after they were given the treatment can be seen in the following table:

**Table IV.6**

**The Students' Post Test Score in Experimental Class**

No	Students	Score from Rater I	Score from Rater II	Final Score
1	Student 1	76	76	<b>76</b>
2	Student 2	56	48	<b>52</b>
3	Student 3	56	52	<b>54</b>
4	Student 4	76	76	<b>76</b>
5	Student 5	76	76	<b>76</b>
6	Student 6	76	76	<b>76</b>
7	Student 7	60	52	<b>56</b>
8	Student 8	56	52	<b>54</b>
9	Student 9	76	48	<b>62</b>

10	Student 10	80	80	<b>80</b>
11	Student 11	76	76	<b>76</b>
12	Student 12	76	76	<b>76</b>
13	Student 13	76	76	<b>76</b>
14	Student 14	76	76	<b>76</b>
15	Student 15	76	76	<b>76</b>
16	Student 16	80	76	<b>78</b>
17	Student 17	76	76	<b>76</b>
18	Student 18	80	80	<b>80</b>
19	Student 19	76	76	<b>76</b>
20	Student 20	64	56	<b>60</b>
21	Student 21	76	76	<b>76</b>
22	Student 22	76	76	<b>76</b>
23	Student 23	80	80	<b>80</b>
24	Student 24	76	76	<b>76</b>
25	Student 25	60	68	<b>64</b>
Total Mean		<b>1812</b>	<b>1756</b>	<b>1784</b>
		<b>72,48</b>	<b>70,24</b>	<b>71,36</b>

By looking the detailed data on the table above, the researcher finds that the total score which is evaluated by rater 1 is 1812 and the mean score is 72,48. Meanwhile, the total score which is evaluated by rater 2 is 1756 and the mean score is 70,24. After summing up both of the score and then it is divided by 2, the researcher finds the total score obtained in the experimental score on the post test is 1784, and the mean score is 71,36.

## 2. Control Class

The students' speaking ability score of control class on the post test can be seen in the table below:

**Table IV.7****The Students' Post Test Score in Control Class**

No	Students	Score from Rater I	Score from Rater II	Final Score
1	Student 1	56	48	<b>52</b>
2	Student 2	48	48	<b>48</b>
3	Student 3	52	48	<b>50</b>
4	Student 4	64	60	<b>62</b>
5	Student 5	64	48	<b>56</b>
6	Student 6	40	40	<b>40</b>
7	Student 7	48	44	<b>46</b>
8	Student 8	52	40	<b>46</b>
9	Student 9	44	36	<b>40</b>
10	Student 10	44	40	<b>42</b>
11	Student 11	40	48	<b>44</b>
12	Student 12	80	76	<b>78</b>
13	Student 13	44	40	<b>42</b>
14	Student 14	76	76	<b>76</b>
15	Student 15	56	40	<b>48</b>
16	Student 16	72	44	<b>58</b>
17	Student 17	56	60	<b>58</b>
18	Student 18	40	40	<b>40</b>
19	Student 19	60	40	<b>50</b>
20	Student 20	56	48	<b>52</b>
21	Student 21	40	40	<b>40</b>
22	Student 22	56	52	<b>54</b>
23	Student 23	44	44	<b>44</b>
24	Student 24	64	52	<b>58</b>
25	Student 25	56	52	<b>54</b>
Total		<b>1352</b>	<b>1204</b>	<b>1278</b>
Mean		<b>54,08</b>	<b>48,16</b>	<b>51,12</b>

According to the table above, the researcher found that the total score evaluated by rater 1 is 1352, and the mean score is 54.08. Meanwhile, the total score which was evaluated by rater 2 is 1204 and the mean is 48,12. Both of

the raters evaluated the scores on the same procedure. At the same time, after summing up the score from rater 1 and rater 2 then it is divided 2, the researcher find the total score is 1278 and the mean score is 51.12.

### **C. Data Analysis**

#### **1. The Data Analysis of the Students' Speaking Ability before giving the treatments for both experimental class and control class at the second year of Junior High School 2 Teluk Kuantan**

The data of the students' pre test in control and experimental class were obtained from the result of their speaking ability before giving the treatment. It was to find out the answer of the formulation of problem in this research, namely how students' speaking ability in narrative text before giving the treatments for both experimental class and control class is. In analyzing the data, the researcher used mean score formula. The score can be seen as follows:

**Table IV.8**

**The Scores of Students' Speaking Ability in Narrative Text before Giving the Treatment for Both Experimental Class and Control Class**

Student	Score	
	Experimental	Control
S1	48	44
S2	40	40
S3	42	42
S4	46	46



S5	48	44
S6	48	40
S7	40	42
S8	40	42
S9	42	42
S10	56	40
S11	48	42
S12	52	56
S13	54	42
S14	50	54
S15	50	48
S16	50	50
S17	42	48
S18	54	40
S19	52	40
S20	40	44
S21	44	40
S22	42	44
S23	56	40
S24	52	44
S25	40	46
Total	<b>1176</b>	<b>1100</b>
Mean	<b>47,04</b>	<b>44,00</b>

To analyze the score, the researcher used mean score formula to know the result of hyphotesis.

Mean score of experimental class:

$$\begin{aligned}
 M_x &= \frac{\sum fX}{N} \\
 &= \frac{1176}{25} \\
 &= 47.04
 \end{aligned}$$

Mean score of control class:

$$\begin{aligned}
 M_y &= \frac{\sum fY}{N} \\
 &= \frac{1100}{25}
 \end{aligned}$$

$$= 44.00$$

From the result of mean score from both of the classes, it can be seen that the mean score of experimental class is 47.04, meanwhile the mean score of control class is 44.00. In other words, there is no significant difference of mean score between experimental class and control class.

## **2. The Data Analysis of the Students' Speaking Ability after giving the treatments for both experimental class and control class at the second year of Junior High School 2 Teluk Kuantan**

The data of the students' post test in control and experimental class were obtained from the result of their speaking ability after giving the treatment. It was to find out the answer of the formulation of problem in this research: "How students' speaking ability in narrative text after giving the treatments for both experimental class and control class is". In analyzing the data, the researcher used mean score formula. The score can be seen as follows:

**Table IV.9**

**The Scores of Students' Speaking Ability in Narrative Text after  
Giving the Treatment for Both Experimental  
Class and Control Class**

Student	Score	
	Experimental	Control
S1	76	52
S2	52	48
S3	54	50
S4	76	62
S5	76	56
S6	76	40
S7	56	46
S8	54	46
S9	62	40
S10	80	42
S11	76	44
S12	76	78
S13	76	42
S14	76	76
S15	76	48
S16	78	58
S17	76	58
S18	80	40
S19	76	50
S20	60	52
S21	76	40
S22	76	54
S23	80	44
S24	76	58
S25	64	54
Total	1784	1278
Mean	71,36	51,12

To analyze the score, the researcher used mean score formula to test  
hypotesis.

Mean score of experimental class:

$$\begin{aligned} M_x &= \frac{\sum fX}{N} \\ &= \frac{1784}{25} \\ &= 71.36 \end{aligned}$$

Mean score of control class:

$$\begin{aligned} M_y &= \frac{\sum fY}{N} \\ &= \frac{1278}{25} \\ &= 51.12 \end{aligned}$$

From the result of mean score from both of the classes, it can be seen that the mean score of experimental class is 71.36, meanwhile the mean score of control class is 51.12. In other word, there is significant difference of mean score between experimental class and control class.

### **3. The Data Analysis of Significant Effect of Using Clue Game Strategy towards Students' Speaking Ability in Narrative Text**

To analyze the significant effect of using Clue Game Strategy towards students' speaking ability in Narrative Text, the researcher analyzed the score of post test in experimental class and control class obtained from the result of their speaking ability. It was to find out the answer of the formulation of problem in this research, namely there is any significant effect of using Clue Game Strategy towards students' speaking ability in Narrative Text. The researcher used Independent sample t-test. Because, independent sample t-test

is used to determine whether there is probably a significant difference between the means of two independent samples.<sup>77</sup> The score can be seen as follows:

**Table IV.10**  
**The Scores of Students' Speaking Ability in Narrative Text after**  
**Giving the Treatment for Both Experimental**  
**Class and Control Class**

Student	Score	
	Experimental	Control
S1	76	52
S2	52	48
S3	54	50
S4	76	62
S5	76	56
S6	76	40
S7	56	46
S8	54	46
S9	62	40
S10	80	42
S11	76	44
S12	76	78
S13	76	42
S14	76	76
S15	76	48
S16	78	58
S17	76	58
S18	80	40
S19	76	50
S20	60	52
S21	76	40
S22	76	54
S23	80	44
S24	76	58
S25	64	54

---

<sup>77</sup>L.R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application*. ( New Jersey: Prentice-hall, inc. 2000), p. 484

Total	1784	1278
Mean	71,36	51,12

To analyze the score, the researcher used Independent Sample T-test by using SPSS 16 to test the hyphotesis.

**Table IV.11**

**Group Statistics**

VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Posttestexperimentand control 1	25	71.36	9.251	1.850
2	25	51.12	10.167	2.033

The mean score of post test in experimetal class, from 25 students was 71.36, the standard deviation and the standard error of the score was 9.251 and 1.850. While, the mean score of post test from 25 students in control class was 51.12, the standard deviation and the standard error of the score was 10.167 and 2.033.

**Table IV.12**

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
posttestexp erimentand control	.008	.927	7.363	48	.000	20.240	2.749	14.713	25.767
Equal variances assumed									
Equal variances not assumed			7.363	47.578	.000	20.240	2.749	14.711	25.769

From the table above, the researcher looked at the significant of Levene's Test first, in order to choose which one will be used to determine the t obtained from the t test, whether it will be equal variances assumed or equal variances not assumed. To determine the significance, it can be seen from the level of probability. If the probability is  $> 0.05$ , it means null hypothesis is accepted. In other word varians population is identical. But, if the pobability is  $< 0.05$ , it means null hypothesis is rejected. In other word, varians population is not identical<sup>78</sup>.

From the result of the Levene's test, it can be seen that the significance is 0.927. If it is compared with the probability,  $0.927 > 0.05$ . It means, null hypothesis is accepted, then it can be concluded that variances of the population is identical. Because of the hypothesis that will be used is both of variances is the same, so equal variances assumed will be a guidance to the analysis in line with equal variances assumed<sup>79</sup>.

The t score is 7.363, while degree of freedom is 48, significance of the score is 0.000, mean difference and standard error different is 20.240 and 2.749. The lower differentiation is 14.713 and the upper differentiation is 25.767. By comparing  $t_o$  (t-obtained) to t table with df is 48, the significant level is 5% with 2.01 and the level of significance of it is 1% is 2.68. It means

---

<sup>78</sup> Hartono, *Statistik Untuk Penelitian* (Jogyakarta,: Pustaka Pelajar, 2008), p.159

<sup>79</sup> Hartono, *ibid.*

that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-obtained gathered from SPSS 16, it shows that  $t_o$  is higher than t-table. The finding of  $t_o$  is 7.363, while the level of significance of 5% is 2.01 and the level of significance of 1% is 2.68. It can be read that  $2.01 < 7.363 > 2.68$ . Thus, the researcher can conclude that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is significant difference of mean score between experimental class and control class.

From the analysis above, it showed that the mean score of students' speaking ability in narrative text before giving the treatment is lower than after giving the treatment. In other words, the use of Clue Game Strategy gives significant effect towards students' Speaking ability in Narrative Text at second year of Junior High School 2 Teluk Kuantan.



Therefore, the result could answer the formulation of the problem in the research, they were:

1. The students' Speaking ability in Narrative Text at the second year of Junior High School 2 Teluk Kuantan taught without using clue game strategy had no significant difference of mean score.
2. The students' Speaking ability in Narrative Text at the second year of Junior High School 2 Teluk Kuantan taught by using clue game strategy had significant difference of mean score.
3. Clue Game Strategy Strategy gave significant effect towards students' Speaking ability in Narrative Text at second year of Junior High School 2 Teluk Kuantan.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Referring to the data analysis and data presentation in chapter IV, finally the writer concludes that the answers of the formulation of the problem are :

4. The students' Speaking ability in Narrative Text at the second year of Junior High School 2 Teluk Kuantan taught without using clue game strategy had no significant difference of mean score.
5. The students' Speaking ability in Narrative Text at the second year of Junior High School 2 Teluk Kuantan taught by using clue game strategy had significant difference of mean score.
6. Clue Game Strategy Strategy gave significant effect towards students' Speaking ability in Narrative Text at second year of Junior High School 2 Teluk Kuantan.

#### **B. Suggestion**

Considering the result of this study, the writer would like to propose some suggestions. They are as follows:

##### **1. Suggestion for Teachers**

- a. The teacher should be more creative in selecting strategy that can be used in teaching English, especially in speaking skill, for example by using Clue Game Strategy.

- b. The teacher should give more chance to students in practicing English orally.
- c. The teacher should use the appropriate media to support teaching and learning process.

## **2. Suggestion for Students**

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should practice English persistently to improve their speaking.
- c. The students should be more active in the class.

## **3. Suggestion for the Other Researcher**

- a. The researchers are expected to find new strategies, techniques, methods, and approaches in order to make students feel joyful in learning English.
- b. The researchers should be serious to do the research. Because the process of the research will influence the result.

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# APPENDIX I

## **INSTRUMENT OF THE RESEARCH**

### **1. PRE- TEST**

#### **Instructions:**

- The test will be carried out for research purposes
- Please read the following statement and do the instruction
- Thanks for your participation

a. Lake Toba
--------------

1. Tell your friends about this story based on the topic given !
2. Express your ideas in front of the class !

## **INSTRUMENT OF THE RESEARCH**

### **2. POST- TEST**

#### **Instructions:**

- The test will be carried out for research purposes
- Please read the following statement and do the instruction
- Thanks for your participation

b. Tangkuban Perahu
---------------------

4. Tell your friends about this story based on the topic given !
5. Express your ideas in front of the class !



# APPENDIX

## II

## LESSON PLAN 1 OF EXPERIMENTAL CLASS

School : SMPN 2 Teluk Kuantan

Subject : English

Class/ Semester : VIII/ II

Meeting : 2<sup>nd</sup>

Time Allocated : 2 x 45 minutes

Language Focus : Speaking

### I. Standard Competence:

Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.

### II. Indicators:

1. The students can speak English with good accent.
2. The students can speak English with appropriate grammar.
3. The students can speak English with suitable vocabulary.
4. The students are able to speak fluently.
5. The students are able to express their ideas to others by comprehending spoken language.

### III. Aims:

In the end of learning, students can express the meaning of monolog text in narrative text and express their ideas.

IV. Materials :

**MALIN KUNDANG**

6. He is disaffected children.
7. He is fiendish with his mother.
8. He is a smart kid but a little naughty.
9. He turned into a stone.
10. This story from west sumatra, padang.

V. Strategy: Clue Game Strategy

VI. Steps :

**a. Pre- teaching**

1. The teacher explain about the materials based on the topic given.
2. The teacher demonstrate the topic and tries to make the students understand.

**b. Whilst- teaching**

1. The teacher choose one student to come to the front of the class.
2. This student will be given an identity (a word) and will give clues to the class.
3. The class try to guess the word from the clues.
4. Before teacher starting the game, discuss strategy with the class.
5. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
6. If the class get identity, it wins.
7. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

**c. Post- teaching**

1. Asking students' difficulties during the lesson
2. Concluding the material studied

**VII. Learning Resources**

1. Students' Text books
2. Clue Game planning guide
3. Picture and story
4. Whiteboard and marker

**VIII. Assessment**

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Teluk Kuantan, 14 May 2013

Teacher

Researcher

Indrayati, S. Pd  
NIP:19681023 199403 2 003

Septy Handayani  
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Mengetahui,  
Principal of SMPN 2 Teluk Kuantan

Hj. Heppy Erniyanti  
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## LESSON PLAN 2 OF EXPERIMENTAL CLASS

School : SMPN 2 Teluk Kuantan

Subject : English

Class/ Semester : VIII/ II

Meeting : 3<sup>rd</sup>

Time Allocated : 2 x 45 minutes

Language Focus : Speaking

### I. Standard Competence:

Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.

### II. Indicators:

6. The students can speak English with good accent.
7. The students can speak English with appropriate grammar.
8. The students can speak English with suitable vocabulary.
9. The students are able to speak fluently.
10. The students are able to express their ideas to others by comprehending spoken language.

### III. Aims:

In the end of learning, students can express the meaning of monolog text in narrative text and express their ideas.

IV. Materials :

**CINDERELLA**

11. She lived with her mother and her sister.
12. She had to do all of the homework.
13. She had fiendished mother and sister.
14. She has glass shoes.
15. But she must go home before midnight.

V. Strategy: Clue Game Strategy

VI. Steps :

**a. Pre- teaching**

- i. The teacher explain about the materials based on the topic given.
- ii. The teacher demonstrate the topic and tries to make the students understand.

**b. Whilst- teaching**

- i. The teacher choose one student to come to the front of the class.
- ii. This student will be given an identity (a word) and will give clues to the class.
- iii. The class try to guess the word from the clues.
- iv. Before teacher starting the game, disccus strategy with the class.
- v. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
- vi. If the class get identity, it wins.
- vii. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

**c. Post- teaching**

- i. Asking students' difficulties during the lesson
- ii. Concluding the material studied

**VII. Learning Resources**

- i. Students' Text books
- ii. Clue Game planning guide
- iii. Picture and story
- iv. Whiteboard and marker

**VIII. Assessment**

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100



Teluk Kuantan, 16 May 2013

Teacher

Researcher

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### LESSON PLAN 3 OF EXPERIMENTAL CLASS

School : SMPN 2 Teluk Kuantan

Subject : English

Class/ Semester : VIII/ II

Meeting : 4<sup>th</sup>

Time Allocated : 2 x 45 minutes

Language Focus : Speaking

I. Standard Competence:

Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.

II. Indicators:

- 11.The students can speak English with good accent.
- 12.The students can speak English with appropriate grammar.
- 13.The students can speak English with suitable vocabulary.
- 14.The students are able to speak fluently.
- 15.The students are able to express their ideas to others by comprehending spoken language.

III. Aims:

In the end of learning, students can express the meaning of monolog text in narrative text and express their ideas.

IV. Materials :

**TIMUN MAS**

16. Long time ago in the island of java, indonesia.
17. Lived a couple of farmer.
18. They prayed to monster called buta ijo to give them children.
19. When the third time buta ijo came she's parents had prepared something for him.
20. Buta ijo was drowned and died instantly.

V. Strategy: Clue Game Strategy

VI. Steps :

**a. Pre- teaching**

- i. The teacher explain about the materials based on the topic given.
- ii. The teacher demonstrate the topic and tries to make the students understand.

**b. Whilst- teaching**

- i. The teacher choose one student to come to the front of the class.
- ii. This student will be given an identity (a word) and will give clues to the class.
- iii. The class try to guess the word from the clues.
- iv. Before teacher starting the game, discuss strategy with the class.
- v. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
- vi. If the class get identity, it wins.
- vii. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

**c. Post- teaching**

- i. Asking students' difficulties during the lesson
- ii. Concluding the material studied

**VII. Learning Resources**

- i. Students' Text books
- ii. Clue Game planning guide
- iii. Picture and story
- iv. Whiteboard and marker

**VIII. Assessment**

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Teacher

Researcher

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#### **LESSON PLAN 4 OF EXPERIMENTAL CLASS**

School : SMPN 2 Teluk Kuantan

Subject : English

Class/ Semester : VIII/ II

Meeting : 5<sup>th</sup>

Time Allocated : 2 x 45 minutes

Language Focus : Speaking

I. Standard Competence:

Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.

II. Indicators:

16.The students can speak English with good accent.

17.The students can speak English with appropriate grammar.

18.The students can speak English with suitable vocabulary.

19.The students are able to speak fluently.

20.The students are able to express their ideas to others by comprehending spoken language.

III. Aims:

In the end of learning, students can express the meaning of monolog text in narrative text and express their ideas.

IV. Materials :

**TANGKUBAN PERAHU**

21. Once upon a time in the land of pasundan, west java indonesia.
22. Lived a beautiful daughter, her name is Dayang Sumbi.
23. A male dog, its name was Tumang.
24. She had to marry Tumang and they lived in a small village.
25. Several months later they had a son.

V. Strategy: Clue Game Strategy

VI. Steps :

**a. Pre- teaching**

- i. The teacher explain about the materials based on the topic given.
- ii. The teacher demonstrate the topic and tries to make the students understand.

**b. Whilst- teaching**

- i. The teacher choose one student to come to the front of the class.
- ii. This student will be given an identity (a word) and will give clues to the class.
- iii. The class try to guess the word from the clues.
- iv. Before teacher starting the game, disccus strategy with the class.
- v. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
- vi. If the class get identity, it wins.
- vii. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

**c. Post- teaching**

- i. Asking students' difficulties during the lesson

- ii. Concluding the material studied

VII. Learning Resources

- i. Students' Text books
- ii. Clue Game planning guide
- iii. Picture and story
- iv. Whiteboard and marker

VIII. Assessment

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100



Teacher

Researcher

Indrayati, S. Pd

NIP: 19681023 199403 2 003

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## **LESSON PLAN 5 OF EXPERIMENTAL CLASS**

School : SMPN 2 Teluk Kuantan  
Subject : English  
Class/ Semester : VIII/ II  
Meeting : 6<sup>rd</sup>  
Time Allocated : 2 x 45 minutes  
Language Focus : Speaking

I. Standard Competence:

Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.

II. Indicators:

1. The students can speak English with good accent.
2. The students can speak English with appropriate grammar.
3. The students can speak English with suitable vocabulary.
4. The students are able to speak fluently.
5. The students are able to express their ideas to others by comprehending spoken language.

III. Aims:

In the end of learning, students can express the meaning of monolog text in narrative text and express their ideas.

IV. Materials :

### SNOW WHITE

1. There lived a little girl.
2. She lived with her aunt and uncle, because they parents were died.
3. She run away into the wood, but in the wood she was very tired and hungry.
4. She saw a little cottage.
5. Seven dwarfs were coming.

V. Strategy: Clue Game Strategy

VI. Steps :

**a. Pre- teaching**

1. The teacher explain about the materials based on the topic given.
2. The teacher demonstrate the topic and tries to make the students understand.

**b. Whilst- teaching**

1. The teacher choose one student to come to the front of the class.
2. This student will be given an identity (a word) and will give clues to the class.
3. The class try to guess the word from the clues.
4. Before teacher starting the game, discuss strategy with the class.
5. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
6. If the class get identity, it wins.
7. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

**c. Post- teaching**

1. Asking students' difficulties during the lesson
2. Concluding the material studied

VII. Learning Resources

1. Students' Text books
2. Clue Game planning guide
3. Picture and story
4. Whiteboard and marker

VIII. Assessment

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Teluk Kuantan, 23 May 2013

Teacher

Researcher

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Mengetahui,

Principal of SMPN 2 Teluk Kuantan

Hj. Heppy Erniyanti

NIP: 19631201 198403 2 002

## LESSON PLAN 6 OF EXPERIMENTAL CLASS

School : SMPN 2 Teluk Kuantan

Subject : English

Class/ Semester : VIII/ II

Meeting : 7<sup>th</sup>

Time Allocated : 2 x 45 minutes

Language Focus : Speaking

### I. Standard Competence:

Express the meaning of monolog text by using various spoken language accurately and fluently in daily context in recount and narrative text.

### II. Indicators:

6. The students can speak English with good accent.
7. The students can speak English with appropriate grammar.
8. The students can speak English with suitable vocabulary.
9. The students are able to speak fluently.
10. The students are able to express their ideas to others by comprehending spoken language.

### III. Aims:

In the end of learning, students can express the meaning of monolog text in narrative text and express their ideas.

IV. Materials :

**LEBAY MALANG**

6. There was a man who lived on the river in sumatra.
7. His house lay between two villages.
8. He was a riligious teacher.
9. One day the riches families were giving a big party.
10. Both of them invited him at the same day .

V. Strategy: Clue Game Strategy

VI. Steps :

**a. Pre- teaching**

- i. The teacher explain about the materials based on the topic given.
- ii. The teacher demonstrate the topic and tries to make the students understand.

**b. Whilst- teaching**

- i. The teacher choose one student to come to the front of the class.
- ii. This student will be given an identity (a word) and will give clues to the class.
- iii. The class try to guess the word from the clues.
- iv. Before teacher starting the game, disccus strategy with the class.
- v. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.
- vi. If the class get identity, it wins.
- vii. If the class cannot guess the word after the presenter give 5 clues, the presenter wins the game.

**c. Post- teaching**

- i. Asking students' difficulties during the lesson
- ii. Concluding the material studied

VII. Learning Resources

- i. Students' Text books
- ii. Clue Game planning guide
- iii. Picture and story
- iv. Whiteboard and marker

VIII. Assessment

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100



Teluk Kuantan, 27 May 2013

Teacher

Researcher

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Principal of SMPN 2 Teluk Kuantan

Hj. Heppy Erniyanti

NIP: 19631201 198403 2 002

# APPENDIX

## III

**The Students' Pre-Test Scores of the Five Aspects  
(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	40	60	40	40	40	44
2	Students 2	40	40	40	40	40	40
3	Students 3	40	40	40	40	40	40
4	Students 4	40	40	40	40	40	40
5	Students 5	40	40	40	80	60	52
6	Students 6	40	40	60	60	40	48
7	Students 7	40	40	40	40	40	40
8	Students 8	40	40	40	40	40	40
9	Students 9	40	40	40	40	40	40
10	Students 10	40	60	60	80	40	56
11	Students 11	40	60	60	40	40	48
12	Students 12	40	40	60	80	40	52
13	Students 13	40	40	60	80	60	56
14	Students 14	40	40	60	80	40	52
15	Students 15	40	40	60	40	40	44
16	Students 16	60	60	60	40	40	52
17	Students 17	40	40	60	40	40	44
18	Students 18	60	40	60	60	40	52
19	Students 19	40	60	60	40	40	48
20	Students 20	40	40	40	40	40	40
21	Students 21	40	40	40	40	40	40
22	Students 22	40	40	40	40	40	40
23	Students 23	60	40	60	80	40	56
24	Students 24	40	40	60	80	40	52
25	Students 25	40	40	40	40	40	40

**Rater I**

**Yasir Amri, M.Pd**

**The Students' Post-Test Scores of the Five Aspects  
(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	60	80	80	80	80	76
2	Students 2	40	60	60	60	60	56
3	Students 3	40	60	60	60	60	56
4	Students 4	60	80	80	80	80	76
5	Students 5	60	80	80	80	80	76
6	Students 6	60	80	80	80	80	76
7	Students 7	40	60	60	60	80	60
8	Students 8	40	60	60	60	60	56
9	Students 9	60	60	80	60	80	68
10	Students 10	80	80	80	80	80	80
11	Students 11	60	80	80	80	80	76
12	Students 12	60	80	80	80	80	76
13	Students 13	60	80	80	80	80	76
14	Students 14	60	80	80	80	80	76
15	Students 15	60	80	80	80	80	76
16	Students 16	80	80	80	80	80	80
17	Students 17	60	80	80	80	80	76
18	Students 18	80	80	80	80	80	80
19	Students 19	60	80	80	80	80	76
20	Students 20	60	60	60	60	80	64
21	Students 21	60	80	80	80	80	76
22	Students 22	60	80	80	80	80	76
23	Students 23	80	80	80	80	80	80
24	Students 24	60	80	80	80	80	76
25	Students 25	60	60	60	60	60	60

**Rater 1**

**Yasir Amri, M.Pd**

**The Students' Pre-Test Scores of the Five Aspects  
(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	40	40	60	40	40	44
2	Students 2	40	40	40	40	40	40
3	Students 3	40	40	60	40	40	44
4	Students 4	40	60	60	60	40	52
5	Students 5	40	60	60	40	40	48
6	Students 6	40	40	40	40	40	40
7	Students 7	40	40	60	40	40	44
8	Students 8	40	40	60	40	40	44
9	Students 9	40	40	60	40	40	44
10	Students 10	40	40	40	40	40	40
11	Students 11	40	40	40	40	40	40
12	Students 12	40	60	60	60	60	56
13	Students 13	40	40	40	40	60	44
14	Students 14	40	60	60	60	60	56
15	Students 15	40	60	60	60	60	56
16	Students 16	40	60	60	60	60	56
17	Students 17	40	60	60	60	60	56
18	Students 18	40	40	40	40	40	40
19	Students 19	40	40	40	40	40	40
20	Students 20	40	60	60	40	40	48
21	Students 21	40	40	40	40	40	40
22	Students 22	40	40	60	40	40	44
23	Students 23	40	40	40	40	40	40
24	Students 24	40	60	60	40	40	48
25	Students 25	40	60	60	60	40	52

**Rater 1**

**Yasir Amri, M.Pd**

**The Students' Post-Test Scores of the Five Aspects  
(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	40	60	60	60	60	56
2	Students 2	40	60	60	40	40	48
3	Students 3	40	40	60	60	60	52
4	Students 4	60	60	80	60	60	64
5	Students 5	60	60	80	60	60	64
6	Students 6	40	40	40	40	40	40
7	Students 7	40	60	60	40	40	48
8	Students 8	40	40	80	60	40	52
9	Students 9	40	40	60	40	40	44
10	Students 10	40	40	60	40	40	44
11	Students 11	40	40	40	40	40	40
12	Students 12	80	80	80	80	80	80
13	Students 13	40	40	60	40	40	44
14	Students 14	60	80	80	80	80	76
15	Students 15	40	60	60	60	60	56
16	Students 16	60	60	80	80	80	72
17	Students 17	40	60	60	60	60	56
18	Students 18	40	40	40	40	40	40
19	Students 19	60	60	60	60	60	60
20	Students 20	40	60	80	40	60	56
21	Students 21	40	40	40	40	40	40
22	Students 22	40	60	60	60	60	56
23	Students 23	40	40	40	40	60	44
24	Students 24	60	60	80	60	60	64
25	Students 25	40	60	60	60	60	56

**Rater 1**

**Yasir Amri, M.Pd**

**The Students' Pre-Test Scores of the Five Aspects  
(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	40	60	40	40	40	44
2	Students 2	40	40	40	40	40	40
3	Students 3	40	40	40	40	40	40
4	Students 4	40	40	40	40	40	40
5	Students 5	40	40	40	80	60	52
6	Students 6	40	40	60	60	40	48
7	Students 7	40	40	40	40	40	40
8	Students 8	40	40	40	40	40	40
9	Students 9	40	40	40	40	40	40
10	Students 10	40	60	60	80	40	56
11	Students 11	40	60	60	40	40	48
12	Students 12	40	40	60	80	40	52
13	Students 13	40	40	60	80	60	56
14	Students 14	40	40	60	80	40	52
15	Students 15	40	40	60	40	40	44
16	Students 16	60	60	60	40	40	52
17	Students 17	40	40	60	40	40	44
18	Students 18	60	40	60	60	40	52
19	Students 19	40	60	60	40	40	48
20	Students 20	40	40	40	40	40	40
21	Students 21	40	40	40	40	40	40
22	Students 22	40	40	40	40	40	40
23	Students 23	60	40	60	80	40	56
24	Students 24	40	40	60	80	40	52
25	Students 25	40	40	40	40	40	40

**Rater II**

**Riski Amelia, M.Pd**

**The Students' Post-Test Scores of the Five Aspects  
(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	60	80	80	80	80	76
2	Students 2	40	40	60	60	40	48
3	Students 3	40	60	60	40	60	52
4	Students 4	60	80	80	80	80	76
5	Students 5	60	80	80	80	80	76
6	Students 6	60	80	80	80	80	76
7	Students 7	40	60	60	60	40	52
8	Students 8	40	60	60	60	40	52
9	Students 9	40	60	40	60	40	48
10	Students 10	80	80	80	80	80	80
11	Students 11	60	80	80	80	80	76
12	Students 12	60	80	80	80	80	76
13	Students 13	60	80	80	80	80	76
14	Students 14	60	80	80	80	80	76
15	Students 15	60	80	80	80	80	76
16	Students 16	60	80	80	80	80	76
17	Students 17	60	80	80	80	80	76
18	Students 18	80	80	80	80	80	80
19	Students 19	60	80	80	80	80	76
20	Students 20	60	60	60	40	60	56
21	Students 21	60	80	80	80	80	76
22	Students 22	60	80	80	80	80	76
23	Students 23	80	80	80	80	80	80
24	Students 24	60	80	80	80	80	76
25	Students 25	60	80	80	60	60	68

**Rater II**

**Riski Amelia, M.Pd**

**The Students' Pre-Test Scores of the Five Aspects  
(Control Class)**



No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	40	60	40	40	40	44
2	Students 2	40	40	40	40	40	40
3	Students 3	40	40	40	40	40	40
4	Students 4	40	40	40	40	40	40
5	Students 5	40	40	40	40	40	40
6	Students 6	40	40	40	40	40	40
7	Students 7	40	40	40	40	40	40
8	Students 8	40	40	20	40	40	36
9	Students 9	40	40	40	40	40	40
10	Students 10	40	40	40	40	40	40
11	Students 11	40	60	40	40	40	44
12	Students 12	40	60	60	60	60	56
13	Students 13	40	40	40	40	40	40
14	Students 14	40	60	60	40	60	52
15	Students 15	40	40	40	40	40	40
16	Students 16	40	40	60	40	40	44
17	Students 17	40	40	40	40	40	40
18	Students 18	40	40	40	40	40	40
19	Students 19	40	40	40	40	40	40
20	Students 20	40	40	40	40	40	40
21	Students 21	40	40	40	40	40	40
22	Students 22	40	40	40	40	40	40
23	Students 23	40	40	40	40	40	40
24	Students 24	40	60	40	40	40	44
25	Students 25	40	40	40	40	40	40

**Rater II**

**Rizki Amelia, M.Pd**

**The Students' Post-Test Scores of the Five Aspects  
(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Students 1	40	60	60	40	40	48
2	Students 2	40	60	60	40	40	48
3	Students 3	40	40	60	60	40	48
4	Students 4	60	60	60	60	60	60
5	Students 5	40	40	60	60	40	48
6	Students 6	40	40	40	40	40	40
7	Students 7	40	40	60	40	40	44
8	Students 8	40	40	40	40	40	40
9	Students 9	40	40	60	40	40	44
10	Students 10	40	40	40	40	40	40
11	Students 11	60	60	40	40	40	48
12	Students 12	60	80	80	80	80	76
13	Students 13	40	40	40	40	20	36
14	Students 14	60	80	80	80	80	76
15	Students 15	40	40	40	40	40	40
16	Students 16	40	60	40	40	40	44
17	Students 17	60	60	60	60	60	60
18	Students 18	40	40	40	40	40	40
19	Students 19	40	40	40	40	40	40
20	Students 20	40	60	60	40	40	48
21	Students 21	40	40	40	40	40	40
22	Students 22	40	60	60	60	40	52
23	Students 23	40	40	40	40	60	44
24	Students 24	40	60	60	60	40	52
25	Students 25	40	60	60	60	40	52

**Rater II**

**Riski Amelia, M.Pd**